Colloquia Cottidiana

An Introduction to Everyday Useful Latin

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preliminary draft
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Introduction:

This book is founded on the now widely-accepted principle that students learn language—any language—best when they are provided with the tools and frequent opportunities to use the target language to give voice to their own experiences. Unfortunately, many students come away from years of Latin study unable to say or write even a few basic sentences about their own lives, which ultimately hinders their ability to use the language in a creative and therefore enjoyable way. In these pages, students and teachers will find vignettes on many aspects of everyday life. These vignettes not only provide the necessary vocabulary for talking or writing about everyday life, but they also model how to use this vocabulary in Latin sentences.

Because the ultimate goal of any Latin activity should be increasing students' reading proficiency, we have drawn primarily from the vocabulary and usage of the most widely read classical Latin authors, in order that the reading, writing, and speaking activities suggested in this book support this goal. Certain vocabulary and expressions, however, were not a part of ancient Roman daily life. In such instances, we have drawn from the Latin literature of later centuries, so that these exercises may help students to increase their reading proficiency in relation to all periods of Latin literature.

This book can be used at all levels of Latin instruction, and has been designed to support all four areas of foreign language instruction: *communication*, *culture*, *connections*, and *comparisons*. In the teachers' manual (forthcoming), we suggest activities which pertain to each level and area of learning. These suggestions, however, are not exhaustive, and we encourage teachers to be creative in using these materials, and to provide us with feedback on what does and does not work in the classroom.

Whenever possible, we have provided Latin synonyms for vocabulary words in addition to the English equivalent. Part of the process of language acquisition involves learning to say the same thing in different ways. In so doing, students can develop a sense for the subtle nuances of Latin literary expression, which will make them more sensitive readers. In addition, the reader may sense some redundance or repetition between vignettes, or even within a vignette. Such instances are meant to increase comprehensibility, as well as model different ways of expressing an idea. At the early stages of language learning, repetition is not only unavoidable, but desirable in reinforcing students' comprehension of new concepts and vocabulary.

We have also added sections containing useful conversational phrases and vocabulary. These will hopefully be helpful in the classroom, but also in organizing extra-curricular Latin gatherings.

We have drawn from many useful resources, which we have included in the bibliography, and we hope this relatively simple introduction will encourage students and teachers to incorporate those resources into their curriculum as well.

DĒ FAMILIĀ

‘Omnēs hominēs parentēs habent.’ ‘Cūr?’ ‘Quia vir et fēmina līberōs faciunt. Necesse est habēre mātrem et patrem... in initiō. Līber est filius vel filia. Esne tū filius vel filia? Esne tū filius unicus? Quot līberī sunt in familiā tuā?’ Habemus multōs librōs. Mihi placet legere...’ ‘Non intellegis. Non dīxī ‘librōs’, sed ‘*līberōs’*! Librī sunt in bibliotecā, sed līberī sunt in familiā! Intelligisne nunc?’ ‘Ah, intellegō. Duo līberī sunt in familiā meā.’ ‘Habesne frātrēs aut sorōrēs?’ ‘Habeo frātrēs et sorōrēs.’ ‘Frātrēs et sorōrēs eōsdem parentēs habent, vel eundem parentem. Habesne patruum?’ ‘Quid est patruus? Pater?’ ‘Non. Patruus tuus est frāter patris tuī.’ ‘Quōmodo dīcitur frāter mātris meae?’ ‘Frāter mātris tuae avunculus est. Habesne amita?’ ‘Quidnam...?’ ‘Exspectā. Amita est soror patris tuī.’ ‘Et quid dē sorōre matris?’ ‘Matertera est. Habeo unam materteram et duōs patruōs. Habesne aviam? Avia est mater parentum tuorum. Habebam aviam, sed iam nōn vīvit. Iamne vīvit avia tua? Ita, et avus meus iam vīvit, id est pater patris meī. Habeo duōs avōs et unam aviam, quoniam māter mātris meae nōn iam vīvit. Quōmodo dīcitur Latīnē filius līberōrum? Est nepōs, sed filia est neptis. Avia mea multōs neptes et nepōtēs habet, quia līberī eius multōs līberōs habent. Habēmus familiam magnam!

Vocabula:
amita, -ae f. aunt (on father’s side)
avunculus, -ī m. uncle (on mother’s side)
avia,, -ae f. grandmother
avus, -ī m. grandfather
fīlia, -ae f. daughter
fīlius, ī m. son
frāter, -tris m. brother
homō, hominis m. person
līber, līberī m/f child
māter, -tris f. mother
mātertera, -ae f. aunt (on mother’s side)
nepōs, ōtis m. grandson
neptis, -is f. granddaughter
parēns, parentis m/f. parent
pater, -tris m. father
patruus, -ī m. Uncle (on father’s side)
quidnam? emphatic of quid: “what in the..?”
quōmodo dīcitur how do you say…?
soror, -ōris f. sister.

Responde Latine:

Quot liberi sunt in familia tua?

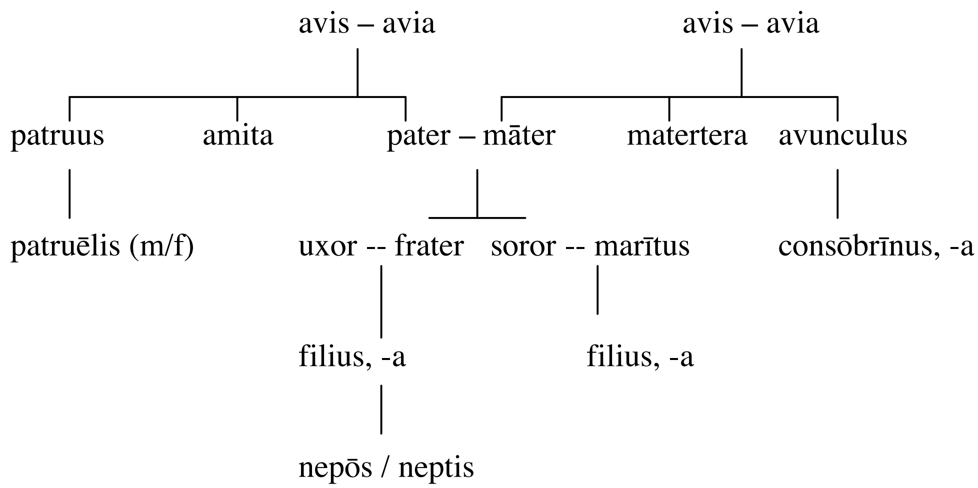
Habesne fratres vel sorores?
Quae sunt nomina eorum?
Iamne vivunt aviae et avi?
Ubi habitant aliae personae in familia tua?

Alia Vocabula:

cousin (father's side) patruēlis, -is m/f
cousin (mother's side) cōnsōbrīnus, -ī m; cōnsōbrīna, -ae f.
stepfather vītricus
stepmother novérca, -ae f.
stepson prīvígnus, -ī m.
stepdaughter prīvígna, -ae f.
stepbrother sēmifrāter, -tris m.
stepsister sēmisoror, -ōris f.
family tree stirps, stirpis f.; linea, -ae f.

Suggestions:
While going through this chapter, write a family tree on the board, so that students can visualize the different relationships which correspond with the new terms. Then have each student construct their own family tree, writing the name and relation of each member. The students may then present their trees to the class, describing who's who. More advanced students could write a *narratio* of their family trees.

Stirps Latina (family tree)



N. B.
filius nepōtis est pronepōs / proneptis.
mater et pater avis / aviae sunt proavis / proavia.

DĒ DOMŌ

Ubi habitās? Habitāsne in aedificiō? Aedificium est habitātiō, sed hominēs habitant in habitātiōnibus et aedificiīs dīversīs. Sunt quī habitant in domīs. ‘Domus’ est ūnum nōmen habitātiōnis inter alia nōmina. Alia sunt: casa, villa, diaeta, fundus, et cētera. Domus conclavia habet. Casa est domus parva, in quā sunt paucae conclavia. Conclave est pars domūs, et domus dīviditur in conclavia varia. Villa est domus plūs magna, sed nōn est in urbe. Villa est domus rustica. Habitāsne in īnsulā? Non īnsula in marī, sed in aedificiō nominē ‘īnsula’! Insula est aedificium magnum, in quō multae familiae habitant. Domus in insulā est diaeta. In regiōnibus urbānīs, multi hominēs in diaetīs habitant, sed in regiōnibus suburbānīs, plūrēs hominēs in casīs habitant. Alii hominēs habitant in domunculīs subrotatīs, praecipuē in regiōnibus rusticīs. Domuncula subrotata est domus parva et mōbilis, quae rotās habet. Etiam in regiōnibus rusticīs sunt fundī. Fundus est domus ubī habitant agricolae. Agricolae terram colunt.

Quae sunt partēs, vel conclāvia, domūs? Partēs sunt: mediānum, cubiculum, cēnaculum, balneum, et culīna. Quid agunt hominēs in culinā? Coquunt, id est, cibum parant. In mediānō, hominēs solent sedēre et loquī cum familiā et amīcīs, vel tēlevīsōrium spectāre. Cubiculum est pars in quā hominēs dormiunt. In cēnāculō, hominēs cēnant, id est, cibōs comedunt. In balneō, hominēs sē lavant et sellā pertūsā ūtuntur. Sella pertūsā est rēs sordida! In domō meā, sunt tria cubicula et duo balnea. Quid de domō tuā? Domus mea est parva, in quā sunt unum cubiculum et unum balneum. Cubiculum meum nōn est proprium meum, quod frāter meus quoque dormit in cubiculō. Est cubiculum nostrum!

Vocabula

aedificium, -ī n. building
agricola, -ae m. farmer (syn: **colōnus, ī** m.)
balneum, -ī n. bathroom (syn **lātrīna, -ae** f.)
cēna, -ae f. dinner, supper
cēnāculum, ī n. dining room (syn: **cenātiō, -ōnis f.; trīclīnium, ī n**.)
cēnō, -āre (1) to eat dinner
cibus, -ī m. food
comedō, -ere (3) to eat (syn **edō, -ere** (3);
conclāve, is n. room
cubiculum, -ī n. bedroom
culīna, -ae f. kitchen (syn: **coquīna, -ae f**.)
diaeta, -ae f. apartment
domuncula, -ae f. little house (diminuitive of domus)
domus, -ūs f. house (syn: **habitātiō, -ōnis f.; villa, -ae f. casa, -ae f.; aedēs, -is f**.)
fundus, -ī m. farm, farmland (syn: **praedium, -ī n.; rus, rūris n**.)
ientāculum, -i n. breakfast
īnsula, -ae f. apartment building

mediānum, -ī n. living room
nōminē from nōmen, meaning “of the name”
prandeo, -ēre (2) to eat lunch
prandium, -ī n. lunch
proprius, -a, -um (adj.) particular, one’s own.
sella pertūsa f. toilet
soleō, -ēre (2) to be accustomed to
sordidus, -a, -um (adj.) dirty, filthy
tablīnum, -ī n. office, study (syn: **studiolum, ī n**.)

Responde Latine:

In quā habitatione habitas?
Est domus tua magna vel parva?
Quot cubicula sunt in domo tuā?
Quot balnea sunt?
Habesne cubiculum proprium tuum, aut sunt fratres et sorores in cubiculo suo?
Habitasne in urbe? in regione suburbanā? In regione rusticā?

Domus is an irregular, but important word to know. Here are the forms.

	singular	plural
nominative	domus	domūs
genitive	domūs	domuum
dative	domuī	domibus
accusative	domum	domōs
ablative	domō	domibus
locative	domī (sg. only)	

De Sensibus

Quomodo te habes, hodie? Me habeo optime! Rideo! Ambulo cito! Felix sum! Magnitudinem pecuniae habeo! Amicos multos habeo! Cibum bonum edo! Me habeo optime! Quomodo te habes?

Quomodo te habes, hodie? Me habeo pessime! Frontem contraho. Ambulo lente. Capite laboro. Infelix sum. Nihil pecuniae habeo. Unum amicum habeo, et ille mihi non placet! Cibum malum edo, itaque stomacho laboro. Me habeo pessime! Quomodo te habes?

Quomodo te habes, hodie? Me habeo varie. Una ex parte, salutem habeo. Non tussio. Non sternuo. Altera ex parte, amica mea me odivit et canis mea me mordet! Itaque, non modo bene ago, sed etiam laboro. Me habeo varie. Quomodo te habes?

Quomodo te habes, hodie? Me habere bene possum corpore, mente et sensibus. Exempli gratia: salute bona me habeo bene. Memoria bona et cogitationibus rationalibus me habeo bene. Gaudio et felicitate et quiete et omnibus sensibus iucundis me habeo bene. Autem, me habere pessime possum corpore, mente et sensibus. Exempli gratia: corpore laboro—me habeo aegre. Mente laboro—me habeo ignare, confuse, etiam stulte. Denique, sensibus laboro—me habeo misere, anxie, irate, infeliciter.

Quomodo te habes, hodie?

Responde Latine

Quomodo te habes, hodie?

Vocabula

Stomacho laboro—my stomach hurts

Una ex parte . . . altera ex parte—on the one hand . . . on the other hand

Non modo . . . sed etiam—not only . . . but also

Odivit, odivisse—to hate, only in the perfect system

Mordet, moredere—to bite

Bene agere—to do/live well

Sensus, us, m. feeling, emotion, sentiment, attitude

Iucundus, a, um—pleasing

Me habeo aegre—I am not well, I am ill

Locutiones

My (foot, hand, tooth, arm, leg, back) hurts: pede, manu, dente, bracchio, crure, tergo laboro

Tired—defessus, a, um

Distracted—distractus, a, um

Teacher Notes

Note that there is only one question—to practice asking and responding to how one is doing. Teacher may do this with individual students, and then invite students to ask each other and respond.

With this lesson, voice inflection, facial expressions and body gestures really communicate as much as the words. Think about how, in English, we express how we feel, how we are, what hurts, and what makes us happy. There are ablatives of means and adverbial expressions in this lesson that would be good to point out after working through it a bit. Note with the students that they can take any adjective that is descriptive of a feeling and turn it into and adverb with "me habeo . . . " to express how they feel or are doing.

Of other note is the expression for "my ____ hurts" which in Latin uses "laboro—I suffer" with an ablative of means—by means of my head, stomach, etc. You need not teach any of this grammar, but if students want to create some of their own dialogue using other words, they may need help with these two constructions. It would be best to help them in Latin rather than tryinng to each grammar in English. For instance, a student wishing to say that he is tired may say: me habeo defessus. To which you could simply respond—te habes defesse? Repeated often enough, the student will reformulate the response. Likewise, a student who wishes to say "my ear hurts" might say "laboro aus" to which you could say—ah, audi—laboro ***aure***" and then—cum casu ablativo—aure, non aus—casus nominativus. The simpler explanation, and done in Latin will communicate more directly without interrupting the flow with English explanations.

Dē caelō et tempōribus annī

Māne, vel ante merīdiem (A.M.), sōl orītur et lūcet. Rōs manet in flōrēs, et avēs pīpilunt. Omnēs surgunt, prandium comedunt, et praeparant ad laborem...aut scholam. Merīdiē, comedimus ientāculum. Sōl est in summā parte caelī. In tempore post merīdiem (P.M.), sōl occidit, umbrae sunt ubīque, et omnēs ad domum redeunt. Postquam comedimus cēnam, lūna orītur et lucet in caelō cum stellīs. Omnēs discipulī et magistrī nocte dormiunt. Diēs sunt longiōrēs vel breviōrēs in variīs temporibus annī. Quod tempus annī tibi placet? Mihi placet aestās, quia nōn est schola! Cūr aliud? Quia in tempore aestīvō, caelum est serēnum, et sōl semper lūcet. Mihi placet recumbere sub umbrā arboris. Etiam, nōn est pluvia neque nix. Sed aestās nōn mihi placet, quod caelum nimis ūmidum est in regiōne meā. Placétne tibi hiems? Non mihi placet. Hiems est tempus malum! Oportet nōs in scholā semper manēre, et caelum est madidum et frīgidum. Sōl numquam lūcet propter nūbēs, quae sōlem obscurant. Etiam, pluvia, grandō, et nix fluunt dē nūbibus. Nix frīgida est, et pluvia madida est. Grandō, quae est inter nivem et pluviam, et frīgida et ūmida est! Nōn mihi placet grandō! Etiam, in tempore hiemālī, necesse est multa vestīmenta induere. Estne nix in regiōne tuā? Non ningit, sed regiō mea plēna est pluviā. Magnae tempestātēs et inundātiōnēs sunt. Sed mihi placet autumnus. In tempore autumnālī, caelum est frīgidum, sed pulchrum. Ventus flat, et folia pulchra cadunt ex arbōribus. Mihi valdē placet lūdere in cumulīs foliārum. Vēr est tempus plus pulcherrimum. In tempore vernālī, omnēs flōrēs flōrescunt, et diēs sunt longiōrēs quam in hieme. Nātūra ipsa surrigit ē somnō suō, et omnēs laetī sunt propter vītam renovātam.

Vocabula:

aestās –ātis f. summer (syn. **tempus aestīvum)**
autumnus, –ī m. autumn, harvest season (syn. **tempus autumnāle)**
caelum, -ī n. climate, weather, sky
cēna, -ae f. dinner
comedo, -ere (3) to eat
cumulus, -ī m. pile, heap
folium, -ī n. leaf
flōs, -ōris (m) flower
grandō, –inis f. hail
hiems, hiemis f. winter
ientāculum, -ī n. breakfast
induō, -ere (3) to wear, clothe oneself with
inundātiō, -ōnis f. flood
lūceō, ēre, lūxī (2) to shine

lūdo, -ere (3) to play
madidus, -a, -um wet, moist
māne (adv.) in the morning
ningit, -ere, (3) to snow (impersonal verb)
nix, nivis f. snow
nocte (adv) at night
nūbēs, -is (f) cloud, storm
pīpilo, -āre (1) to chirp, tweet
plēnus, -a, -um full, full of (with gen. or abl.)
pluit, -ere (3) to rain (impersonal verb)
Pluvia, -ae f. rain.
prandium, -ī. Lunch
recumbo, -ere (3) recline, lie on one's back
regiō, -ōnis f. region, area
rōs, rōris m. dew
serēnus, –a, –um clear, calm, fair
stella, -ae f. star
tegmen, -minis n. covering, cover (see **umbra**)
tempus (-oris n.) annī season
tempestās, -ātis f. storm
umbra, -ae f. shadow.
ūmidus, -a, -um, humid.
valdē (adv) very much
vēr, vēris n. spring

Responde Latine:
Qualis est caelum hodie? Estne tempestas? Quid cadit ex nubibus? Estne nix in regione tua? Quod tempus tibi placet? Quota hora surrigis mane? Quid significat A.M.? Quae pars diei est?

Vocabula Alia:

earthquake terraemōtus, -ūs m.
fog nebula, -ae f.
frost pruīna, -ae f.
hail, to (impersonal verb) grandinat, -āre (1).
hurricaine tȳphōn, -ōnis m.
bolt of lightning or thunder fulmen, -inis n.
temperature temperātiō -ōnis f. āēris; **degree** gradus, -ūs m. calōris/frigoris
thermometer thermometrum, -ī n.
tornado turbō, -ōnis f.

Classroom Suggestions:
Draw pictures of dfferent types of weather. Draw pictures of each descriptive sentence. Have students illustrate a basic story of the weather in their region.

Dē Vehiculīs et aliīs modīs vehendī

Sunt multa vehicula quae nōs vehunt hīc illic. Quō vehiculō advenisti hodiē? Egō raedā vēnī hodiē. Mater mea cotīdiē raedam gubernat, et mē depōnit in scholam. Raeda est vehiculum commūne in Americā, Raeda quattuor rotās habet. Quō vehiculō advēnistī tū? Egō raedā longā advēnī, cum aliīs discipulīs. Cotīdiē, raeda longa sistit in viā meā, et mē vehit ad scholam. Quae sunt alia vehicula? Sunt multa: Āeroplanum est vehiculum quod in caelō volat. Helicopterum quoque in caelō volat. Āeroplanum conscendimus et expōnimus in āeriportō. Trāmen est vehiculum quod per ferreviam sē vehit. Cum iter facimus tramine, necesse est īre ad statiōnem, horārium inspicere, et tesseram emere, priusquam trāmen conscendimus. In urbibus magnīs, multī hominēs vehuntur tramine subtērraneō, id est trāmen quod sub terrā sē vehit.

Quae vehicula sunt in mare? In mare, vehī possumus nāve. Nāvicula est parva nāvis, quae rēmīs vehitur. Difficile est navigāre rēmīs. Aliud nōmen prō nāve parvā est scapha. Mihi placet vehī scaphā vēliferā. Scapha vēlifera vēlō vehitur. Vēlum ē fabricā factum est, et ventum capit ad movendum. Sine ventō, velum nōn valet, et necesse est rēmīs vehī.

Potesne raedam gubernāre? Proh dolor, nōndum licet mihi raedam gubernāre, propter iuventūtem meam. In annō proximō licēbit mihi gubernāre, sed raedam nōn habeō. Habesne tū raedam? Nōn, sed parentēs meī quattuor raedas habent, et volō raedam eōrum adhibēre! Nunc, nōn licet mihi gubernāre, ergō birotā mē vehō. Quid est birota? Est vehiculum quod habet duās rotās, et valdē mihi placet birotam gubernāre! Cum infans eram, gubernāvī trirotam. Postea, dedici birotam gubernāre, sine auxiliō.

adhibeo, -ēre (2) to use, make use of (syn: **utor, uti** [3 dep.]; **usurpo, -āre** [1])
birota, -ae f. bicycle (literally “vehicle with two wheels”)
caelum, -ī n. sky
commūnis, -e (adj.) common
conscendō, -ere (3) to board, embark
dedici perfect tense of **disco, -ere** (3) learn.
expōno, -ere (3) to disembark, set out
ferrevia, -ae f. rail (literally: road of steel)
guberno, –āre (1) to steer, drive
iuventus, –iuventūtis f. youth, young age
moveō, -ēre (2) move (transitive)
nāvigō, -āre (1) drive, steer.
nāvis, -is f. boat (syn: **scapha, -ae f**)

raeda, -ae f. four-wheeled carriage, coach (used for modern "automobile")
(syn. **autoraeda, -ae** f; **autokinetum, -ī** n.)
raeda longa f. bus
rēmus, -ī m. oar
rota, –ae f. wheel
scapha, -ae f. small boat
scapha vēlifera sailboat
tessera, -ae f. ticket
trāmen, traminis n. train.
trirota, -ae f. tricycle (lit. "vehicle with three wheels)
unirota, ae f. unicycle (lit. "vehicle with one wheel")
vehiculum, -ī n. vehicle
vehō, –ere (3) to carry, transport (can also be used in the passive: **vehor, vehī**)
vēlum, -ī n. sail

Responde Latine:
Quo vehiculo advenisti hic hodie?
Potesne raedam gubernare?
Quot raedas habet familia tua?
Habesne birotam?
Estne tramen subterraneum in urbe tua?
Estne aeroportum?
Placetne tibi aeroplano ire?

Notes on word use:
hic illic here and there, from here to there
Notice that you must use the ablative of means when using verbs of going: Quō vehiculō venisti? ad scholam raedā vēni.

De Modis Communicandi.

Quomodo communicas cum aliis? Sunt multi modi. Modus optimus est in persona, sed si amici non sunt proximi, possumus aliis modis communicare, exempli gratia, telephonice loqui. Si habemus numerum telephonicum amici, possumus eum compellare. Exemplum colloquii telephonice inter Ioannem et Robertum:

Robertus: (Telephonum tintinnat) Salve?
Ioannes: Salve amice. Ioannes loquor.
R: Salve Ioanne, quid agis?
I: Nihil novi. Quomodo te habes?
R: Sat bene. Cur me compellavisti?
I: Volo videre pelliculam novam, nomine "Missio Impossibilis." Visne hanc pelliculam mecum videre?
R: Ita vero. Quota hora, et ubi?
I: Conveniamus apud Theatrum Multiplicem hora sexta et dimidia.
R: Optime. Illic te videbo hora sexta.
I: Vale.
R: Valeas.

Multi homines epistolas mittere solent, Sunt epistulae postales, et epistulae electronicae. Plures homines nunc mittunt epistulas electronicas, et pauci epistolas postales mittunt. Lege hoc exemplum commercii epistularum electronicarum:

Magister Ioannes Paulinae amicae salutem plurimam dicit.

Si vales, ego quoque valeo. Litteras tuas non nuper recipio, et exspecto valde. Nunc ego incipio studia mea, et ludi mei valde mihi placent. Amo scholam meam et tirones et conlegas in schola. Quid tu agis? Scribe mihi de vita et de labore tuo. Esne tu discipula, aut magistra? Salutationes mitte ad familiam tuam. Mitte responsum quam primum.

Cura ut valeas

Ioannes

Paulina Magistro Ioanni amico suo salutem plurimam dicit.

Nuper litteras tuas recepi, et gratias plurimas ago. Ego valeo, quoniam tu vales. Me paenitet quod non licet mihi saepe scribere. Da mihi veniam, quaeso. Nunc ego sum discipula et magistra, quoniam sum discipula de arte docendi. Nunc doceo in schola, et disco in universitate. Valde me delectat legere de schola tua. Ubi tu habitas nunc?

Familia mea te et familiam tuam salutat.

Vale

Paulina

____
Ioannes Paulinae magistrae salutem plurimam dicit.

Tempus mihi deest. Ergo, breviter scribo. Nunc habito in domo parva. Quamquam parva, commoda est. Habito cum fratre et catto. Iam-ne habitas in diaeta tua?

Vale.

Ioannes.

____
Paulina Ioanni amico salutem plurimam dicit.

Necesse est mihi quoque breviter respondere. Ego iam habito in diaetä. Est in insulä parvä, sed est diaeta magna, et valde mihi placet. Habito cum marito et cane.

Valeas.
Paulina

Quomodo epistolae scribantur, et sententiae utiles in epistolis:
(how letters should be written, and useful sentences in letters)

I. Omnes epistolae aperiuntur cum salutatione, exempli gratia:
Ioannes Paulinae salutem plurimam dicit.
Scriptor dicit salutem ad hominem qui epistolam recipit (casu dativo). Licet scriptoribus scribere litteras primas huius salutationis: s.d. vel s.p.d.

II. Prima sententia epistolarum:

Multi epistolae incpiunt hoc modo:
Si vales bene, ego valeo.
Etiam , multi scriptores solent scribere litteras primas (s.b.v.e.v.). Licet etiam scriptoribus addere adverbia: si optime vales, ego optime valeo, et cetera.

III. de epistola recepta

Si epistola est responsum, scribe de ea epistola:
epistola tua me valde delectat
nuper litteras tuas recepi, et gratias plurimas ago

Si iam exspectas epistolam, scribe:
Tam diu litteras tuas non recepi.
Iam litteras tuas expecto.

Deinde, responde.

Magno cum gaudio perlegi quod…

IV. Scribe de te ipso:

Ego sum discipulus / discipula in primo / secundo / tertio / quarto anno scholae superiorae (lycaei).
Habito in urbe / in regione suburbana
XV annos natus / nata sum.
Studia mea semper colo / gero.
Studia mea valde mihi placent / non placent VEL me delectant / non me delectant
(nota bene: placet + dativus; delectat + accusativus)

V. Scribe rogationes

Ubi habitas?
Ubi natus / nata es?
Quid studias in schola?
Placetne tibi magister tuus / magistra tua?
Qua in universitate vis studere?
Habesne animalia domestica?

VI. Pete responsum:

Valde expecto litteras tuas / responsum tuum.
Mitte, quaeso, responsum quam primum.

VII. Valedictio:

Bene / optime vales
Valeas
Cura ut valeas
Fac valeas

VII. Salutatio ad familiam

Salutationes mitte / da ad familiam tuam.

Sententiae raptae a litteris Ciceronis
(sentences stolen from Cicero's letters):

Salutatio:

Si vales, bene est.
Si vales, bene est; ego valeo.

De epistola recepta

Periucundae mihi fuerunt litterae tuae.
Tranquillae tuae quidem litterae (Att. 14.3)

Sententiae paenultimae (quaerit responsum):

Tu ad me velim litteras crebrius mittas. (vide: creber = saepe, iterum iterumque)
Epistulam superoirem restitue nobis, et adpinge aliquid novi.
Videre te cupio. (Att. 3.7)
Valetudinem tuam velim cures diligentissime.
Valetudinem tuam cura diligenter.
Item posthac, si quid opus erit, si quid acciderit novi, facies ut sciam.
Plura scribere non possum.
Tu, si quid pragmaticum habebis, scribes. (Att. 14.3)
Quam dudum nihil habeo, quod ad te scribam! Scribo tamen, non ut delectem his litteris, sed ut eliciam tuas (Att. 14.12)

Sub-group: "Write me even if you have nothing new to say"

Tu, quaeso, crebro ad me scribe, vel quod in buccam venerit.
Quicquid erit non modo magnum, sed etiam parvum, scribes. (Att. 14.1)
Tu, si quid novi (nam cotidie aliquid exspecto), confestim ad me, et si novi nihil, nostro. more tamen ne patiamur intermitti litterulas. (Att. 14.4)
Haec et cetera, quae ad nos pertinebunt, ut soles, cogitabis ad meque out, quod ad rem pertineat, aut, si nihil erit, quod in buccam venerit, scribes. (Att. 14.7)

Vale:

Cura ut valeas.
Etiam atque etiam vale.
Maxime autem date operam, ut valeatis, si nos vultis valere.
Vos, mea suavissima et optatissima Terentia et Tulliola, si nos amatis, curate ut valeatis.
Valete, mea desideria, valete. (Fam. 14.2)

Dē Culīnā et cibīs

Vīta hūmāna pendet ē cibō, et diēs dīvitur in partēs quae pertinent ad comedendum. Māne, comedimus ientāculum. Ientāculum est prīmus cibus diēs. Cibus secundus est prandium. Culīna est pars domī in quā cibus parātur. Sunt multae rēs in culinā. Prīmum est focus. In temporibus antīquīs, focus erat centrum, vel medium, domī. Hodiē, focus est centrum culīnae, quod cibus coquitur in focō. Hominēs aliōs cibōs pōnunt super focum, aliōs cibōs in fornācem inserunt. Fornāx est inferior et cava pars focī. Etiam, est frīgidārium in culīnā, ūbi pōnuntur cibī caducī. Sine frīgidāriō, multa genera cibī pūtescunt post aliquōs diēs. Alia pars culīnae est lābellum, in quō manūs et cibos lavāmus. Post cēnam, si nōn habēmus māchinam ēlūtōriam, necesse est catīnōs et pōcula lavāre in lābellō, cum manibus nostrīs. Quid aliud in culīnā? Sunt instrūmenta ad ientāculum parandum: tostrum et māchina cafeāria. Priusquam coquimus, necesse est parāre elementa in lance, et pōnere cibum in sartāginēs vel in ōllās. Si volumus aliquid coquere super focum, cibum pōnimus in sartāginem. Ōlla est rēs plus magna, in quā cibōs magnōs pōnimus et coquimus, vel aquam prō spacellōs. Quae instrūmenta sunt in mensa? Sunt cochlear, fuscinula, culter, patīna, pōcillum, mappa. Cibus positus est in catīno, et cibum edimus fuscinulā, cochleāre cultrōque. Mappa iacet super gremium, et post cenam, ōs nostrum mappā purgamus. Praecipuē fuscinulā comedimus, sed iusculum edimus cochleāre. Cum cultrō, possumus cibōs secare, id est dīvidere in partēs. Alia instrūmenta necessāria sunt: extrāculum, quō vinum aperītur, et aperculum, quō capsae cibī aperiuntur.

Sunt multa genera ciborum. Unum est carō. Placetne tibi carnem comedere? Ita, sed nōn omnia genera carnis. Mihi placet carō gallīnācea. Gallīna est animal quod ova emittit. Quid de būbulā? Būbula quoque mihi placet. Placetne tibi piscis? Non mihi placet, quia male olent piscēs. Sed valde me delectat piscāre, id est piscēs capere.

alius... alius one... another
animal, -ālis n. animal, living creature
aperculum, -ī m. can-opener
būbula, -ae f. beef
cadūcus, -a, -um (adj.) perishable
capsa, -ae f. container, box (here “can”)
carō, carnis f. meat, flesh
carō gallīnācea f. chicken
catīnus, -ī m. plate (syn. **patella, -ae** f. **patina, -ae** f.)
cavus, -a, -um (adj.) hollow (syn. **vacuus, -a, -um**)
cibus, -ī m. food, meal
cochlear, -āris n. spoon

coquō, -ere (3) to cook, prepare food
culter, -trī m. knife
focus, -ī m. oven and stove unit
fornāx, -ācis f. oven
frīgidārium, -ī n. refrigerator
fuscinula, -ae f. fork
iusculum, -ī n. soup, broth
lābellum, -ī m. sink
lanx, lancis f. bowl
māchina cafeāria f. coffee maker
māchina ēlūtōria f. dishwasher
manē (adv. or noun, undeclind) morning, in the morning. (syn **mātūtīnus, -a, -um**)
oleō, -ēre (2) to smell, emit odor. (opp. to **olfacio, -ere** (3) to smell, catch the scent of)
ōlla, -ae f. large cooking pot, jar
ōs, ōris n. mouth
ōvum, -ī n. egg
parō, -āre (1) to prepare, make ready (syn. **praeparo, -āre** (2))
pertineō, -ēre (2) to pertain, be related to (with ad + accusative)
piscis, -is m. fish
pūtescō, -ere (3) to rot.
sartāgō, sartāginis f. pan, pot.
secō, -āre (1) to cut.
spacellī, -ōrum n. pl. spaghetti.
tostrum, -ī n. toaster

Alia vocabula:
butter būtȳrum
cabinet armārium, -ī
cup pōcillum, -ī n.
juice sūcus, -ī m
ladel, **serving spoon** trulla, -ae f.
milk lac, lactis n.
pork porcīna, -ae f.
pot (for cooking) cācabus, -ī m. also cācabulus, ī m. (small pot)
sauce iūs, iūris n.
to season condiō, -īre (4)
seasoning (general) condīmentum, -ī n.
vegetable holus, holeris n.

Quid dicam?

(what should I say?)

Sententiae utiles	Useful phrases
Salve, salvus/salva sis	Hello
Salvete	Hello (plural)
Salve et tu	Hello to you too
Loquerisne Latine?	Do you speak Latin?
Ita, Latine loquor	Yes, I speak Latin
Non, Latine non loquor	No, I do not speak Latin
Latine loquor...	I speak Latin...
bene	well
male	badly
plus minusve bene	more or less okay
sat bene	well enough
Volo Latine bene loqui	I want to speak Latin well.
Quid est nomen tibi?	What is your name?
Mihi nomen est...	My name is.
Ubi habitas / laboras?	Where do you live / work?
Habito / laboro...	I live in / work at (use either locative or *in* + abl.)
Ubi natus / nata es?	Where were you born?
Natus sum…	I was born in (again use loc. or *in* + abl.)
Placetne tibi....?	Do you like...?
Mihi placet...	I like...
Non mihi placet...	I don’t like...
Habesne animalia domestica?	Do you have pets?
Habeo/non habeo	I have/don’t have
Quot animalia habes?	How many pets do you have?
feles/feles	cat (sg/pl)
canis/canes	dog (sg/pl)
piscis/pisces	fish (sg/pl)
Esne paratus / parata edere?	Are you ready to eat?
Visne vinum?	Would you like some wine?
Soleo/non soleo vinum bibere	I often drink/don’t drink wine
Da mihi, quaeso, inscriptionem cursualem tuam	Please give me your e-mail address
…numerum telephonicum tuum	…your telephone number
Vale / valete	Goodbye (sg / pl)

Latin phrases and words for the classroom.

By using basic classroom phrases, vocabulary, questions, and commands in Latin, students and teachers can easily begin to use Latin as the language of communication.

Greetings, etc:

salvē magister/magistra (hello, teacher)
salvē. bonum matutinum (hello, good morning)
quōmodo tē habes? / ut vales? (how are you?)
bene, grātiās. (fine, thank you)
male (bad)
plus minusve bene (okay)
valē / valēte. bonum diem (goodbye. have a nice day)

The basics of class discussion:

ita, sīc (yes)
minimē, non (no)
quōmodo dīcitur Latīne...? (how do you say___in Latin?)
quid significat? (what does it mean?)
intellegisne / intellegitisne? (do you understand?)
intellego (I understand)
nōn intellegō (I do not understand)
repete, quaesō (repeat, please.)
dā mihi____, quaesō (please give me a _____)
adsum (I am present)
abest (he/she is absent)
nōn habeo librum/stilum (I do not have a book/pen)
aperīte librōs ad pāginam _ (open your books to page _)
quā paginā? (what page?)
claude/claudite librōs (close your books)
carpe/carpite librōs (get out your books)

Let's not forget…

licetne mihi ad latrīnam ire? (May I go to the bathroom?)
cras erit probātiō (tomorrow there will be a test)
nōlō probātiōnem facere (I don't want to take a test)

Comprehension Questions (also see page on interrogatives)

quōmodo sē habet? (how does he/she feel?)
quid accidit in narratiōne? (what is happening in the story?)
quō casū (in what case?)
Quae sunt personae? (who are the characters?)
Placetne tibi? (does it please you? i.e. do you like it?)
quō it/eunt? (where is he/are they going)
cūr? (why?)
Quid agit / agunt? (what is he/she / are they doing?)
quid significat Anglice? What does it mean in English?)
Descrībē Latīnē (describe it in Latin)
quod est verbum temporis? (what is the verb?)

grammatical and textbook terms:

vocābulum (word)
verbum temporis (verb)
nōmen (noun)
ablātīvus
accūsātīvus
datīvus
genetīvus
locātīvus
dēclīnātiō
singulāris / plūrālis
actīvum / passīvum
dēpōnēns (deponent)
prīma, secunda, tertia persōna
masculīnum
fēminīnum
neutrum
indicatīvus
īnfīnītīvus
coniūnctīvus (subjunctive)
imperātīvus
participium (participle)
tempus (tense)
praesēns
imperfectum
perfectum
plus quam perfectum (pluperfect)
futūrum
adiectīvum
adverbium
prōnōmen
praepositiō
comparatīvus
superlātīvus
pāgina
capītulum (chapter)

Classroom Vocabulary

Nouns:

adversāria, -ōrum workbook
ambulācrum,- ī n. hallway
armāriolum, -ī n. locker
calamus, -ī m. pen pen
calendārium, -ī n. calendar
charta, -ae f. paper
circinus, ī m. compass
colorēs aquāticī watercolors
conclāve (scholāre), -is n. classroom
crēta, -ae f. chalk
cuspidiōla graphiāria, -ae f. thumbtacks
ephemeris scholae, -idis f. assignment notebook
ērāsūra, -ae f. eraser (board)
facultas department
fenestra, -ae f. window
fibicula (chartārum), -ae f. paper clip
folium chartaceum, -ī n. sheet of paper
forficēs scissors
glūten, -inis n. glue
graphidēs versicolorēs colored pencils
graphis, -idis m. pencil
graphium coāctile, ī n. marker
gummis, -is f. eraser (on a pencil)
horolōgium, ī n. clock
iānua, -ae f. door
impressōrium, ī n. printer
īnstrūmentum cuspidārium, ī n. pencil sharpener
integūmentum cover (of a book)
lexicon lexicī n. dictionary
libellus, -ī m. notebook
liber, -rī m. book
lūmina, –um n. pl. lights
machinula calculātōria, -ae f. calculator
magister, -rī m. / magistra teacher
menda, -ae error
mēnsa, āe f. teacher's desk
mūrus, ī wall
orbis terrae in tabula depictus globe
ordinātrum, ī n. computer
ordinātrulum gestābile, ī n. laptop
pariēs wall
pegma bookshelf
penicillus paintbrush
penna, -ae f. fountain pen
perforāculum, ī n. hole punch
prōbātiō, -nis f. test
prōbātiuncula, -ae f. quiz
prōiectōrium diapositīvōrum, ī n. slide projector
prōiectōrium suprācapitāle, -ī n. overhead projector
rēgula, -ae f. ruler
sarcina, -ae backpack
scamnum, ī n. desk
schedula, -ae f. index card
scirpiculus, ī m. wastepaper basket
stilōrum thēca, -ae f. pen / pencil case
tabella, -ae f. notebook
tabula (litteraria), -ae f. blackboard
tabula, -ae f. poster
taenia adhaerēns, -ae f. tape
televisōrium, ī n. television set
uncīnātrum, -ī n. stapler
vexillum, ī n. flag

Verbs:

aperio -īre to open (a book)
audiō -īre to listen
capiō, -ere to take, get out
claudō, -ere to close (a book)
consīdō -ere to sit down
dēleo, -ēre to erase
dēlīneō, -ēre to draw (a picture)
dēmittō, -ere to lower (a hand)
dēpōno, -ere to put away
dīco, -ere to say
lego, -ere to read
monstrō, -āre to point out, demonstrate
recitō, -āre to read aloud
repetō, -ere to repeat
scribo, -ere to write
surgo, -ere to stand up
taceō, -ēre to be silent
tollō, -ere to raise (a hand)

Resources and further reading.

Below is a list of the resources which we have found to be of much use to us. For books that are still in print but difficult to find, we have tried to provide the source where they can be most easily purchased. For out-of-print books, we recommend looking into the collections of major university libraries.

Albert, Sigrides. *Cottidie Latine Loquamur*. Societas Latina, Saarbruken, 1987.

A collection of vignettes on various aspects of daily life. We designed *Colloquia Cottidiana* as a simplified version of this book. A particular virtue of Dr. Albert's book is her citation of sources for all new and unusual vocabulary.

----------. *Imaginum Vocabularium Latinum.* Societas Latina, Saarbruken, 1998.

A pictoral dictionary which provides Latin words for almost anything one is likely to encounter in modern life. A lifeline for those who want to use Latin in a modern context.

Both of Dr. Albert's titles are available through the Vox Latina website, (http://www.voxlatina.uni-saarland.de)

Brown, R. T. *Modern Latin Conversation*. D. C. Heath and Co., 1943.

Our original intent was to reprint this book, but copyright restrictions, combined with the need to update Brown's text for the post-modern age, invited an entirely new book, but one which adheres to Brown's intent and principles.

Maier, Robert et al. *Piper Salve*. European Language Institute 1992-1998. Available through www.amazon.de

Minkova, Milena. *Introduction to Latin Prose Composition*. Wimbledon Publishing Co., 2001.

More useful than a book of exercises, this is a clear presentation of the conventions of syntax, vocabulary, and punctuation which make up good Latin prose. The last two chapters cover the pratices of reworking Latin texts and free composition. More accessible than the many larger grammar and syntax books out there.

Traupman, John C. *Conversational Latin for Oral Proficiency Third ed*. Bolchazy Carducci, 2004.

The most well-known resource on conversational Latin. Especially useful for its vocabulary which takes up almost half of the book. Dialogues offer many model sentences on a variety of topics with parallel English translation.

----------. *The New College Latin & English Dictionary*. Amsco Publications, 1994

A very useful Latin and English dictionary which supports oral and written expression of everyday language, in addition to the classical vocabulary.